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Case Study Presented at the The Academy of Management Annual Meeting August 12, 2008

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Background

- Doctoral program in professional school of psychology within research University
- Three doctoral programs: Clinical, School, Organizational
- Course requirements for licensing and for each program
- Creation of Organizational Psychology Consulting Group
- Demand from clients and students
- Interested and qualified visiting faculty member
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Capstone course in the Organizational Psychology program

EXECUTIVE COACHING:
ORGANIZATIONAL INTERVENTIONS AT THE INDIVIDUAL LEVEL
Course Components

- Theory
- Practice
- Research
- Supervision
- Evaluation
Theory

- Organizational Theory
  - Role Theory (Levinson, 1959; Katz & Kahn, 1978)
  - Group Theory (Bion, 1961)
  - Intergroup Theory (Alderfer, 1986)
  - Systems Theory (Rice, 1963)

- Personality Theory
  - Psychodynamic Theories (Interpersonal, Object Relations)
  - Adult Developmental Theory (Levinson, 1978)

- Coaching Theory
  - Multidimensional Executive Coaching (Orenstein, 2007)
Practice

- Methods
  - Interviewing/Observation (Whyte, 1984)
  - Organizational diagnosis (Whyte, 1962; Levinson, 1972; Alderfer, 1980)
  - Use-of-self (Alderfer, 1985; Orenstein, 2001)

- Ethics
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Research

- Peer reviewed articles
- Action research
- Outcome evaluation
Supervision
(30-35 Hours)

- Group
- Individual
- Peer
Evaluation

- Case study
- Case study analysis
- Organic instrument design and analysis
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Course prerequisites (GSAPP-wide):

- Foundations of Intervention (3): Psychodynamic, Cognitive-Behavioral, Organizational
- Adult Psychopathology
- Statistics/Research Methods
- Judgment and Decision-making
- Professional Development
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Course Prerequisites (Program):

- Work and Careers
- Group Psychology of Organizations
- Interviewing and Observation
- Experiential Group Dynamics
- Organizational Diagnosis (2)
- Group Supervision (4-6)
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Course Prerequisites (Additional):

- Personality Theory
- Psychodynamic Interview
STUDENT COMMENTS

- “This course has helped me to think about everything that I have learned and how I can use it when coaching executives.”

- This course more than any other has challenged me to face my own issues and how those can interact with clients and their issues.”

- “I feel much more confident in my ability to be an executive coach and have a much broader understanding of this process.”

- “I am looking forward to many more clients and applying this framework to an educational context.”